if never enough money; a district that the governor twice named most improved—and then he told me what he really thought about how much you can accomplish on the job.

It turns out to be a lesson—get out your paper and pencil—for ''education'' presidents and ''education'' governors and ''education'' mayors and school board members and state legislators and congressmen and, yes, superintendents and everyone else who makes education policy.

And so, of course, Jerry Wartgow's lesson turns out to be a lesson even for Jerry Wartgow himself.

It's simply this: ''Education reform'' and ''quick fix'' don't belong in the same sentence. And politicians are, by nature of their jobs, addicted to the quicker-than-really-possible fix.

Wartgow put it this way: ''We live in a society of instant gratification. People want instant answers, instant solutions, ignoring the complexities of so many of these issues.

''You take societal problems that can't be solved by legislators and they pass them on to the schools. And then they expect the schools to solve them.''

You know the fixes. Vouchers will fix the schools. Or testing will fix the schools. Or merit pay for teachers will fix the schools. Or charter schools will fix the schools. Or getting back to basics will fix the schools. Or—and, yes, this may be an extreme case—dumping Bless Me, Ultima in the trash will fix the schools.

And that's just from one side of the educational divide.

''We've been working on reform of education since 1978,'' Wartgow said. ''We've spent billions of dollars. Every state legislature has had its own reforms. There are hundreds of thousands of pages of legislation.''

In his speech, this is what he asked for from the legislature: no more education legislation.

''I've lived through all the cycles,'' he said. ''You don't give your children soft drinks—you give them fruit juice. Look in the paper today, and there's a story about the dangers of fruit juice.

''It's the same with education reforms. And it's further complicated because people making the decisions are on a different time frame than the students.

''If you're a mayor for four years, or you're an urban superintendent for 27 months, or if you're on the school board, what you're trying to do is to make a statement in the time you're there. If you're a young superintendent, with a family to worry about, you've got 27 months. And if you don't show progress . . .''

It's a story you see played time and again.

''The reform time frame,'' Wartgow said, ''is out of sync with the policymakers' time frame.''

In Wartgow's time frame, he will quit just after a report on secondary school reform is completed. One reason he's leaving, he says, is that he couldn't see himself staying long enough to properly implement those reforms.

''We know that economically the best possible investment is to put the money in early childhood education and kindergarten,'' Wartgow was saying. ''There's no question about it. That's the best way to go about secondary-school reform—to start early.

''But here's the problem: The benefit won't be seen for years. I think that's it. I think that's the issue. I don't have the answer, but I've observed the problem.

''The time frame for everything we know about how long it takes for education reform to take hold is a much longer time frame than policymakers and elected officials live in.''

In the time it takes to go from kindergarten through 12th grade and, with luck, on to college, a student has lived through a couple of mayors, a couple of governors, maybe three or four superintendents, and all with a farewell speech to deliver.

When Wartgow says he doesn't have an answer for this problem, he is being modest. He does, at the very least, have a suggestion, which would fit nicely on a sampler.

''My quote,'' he said, ''is that successful leaders have always been able to resist the pressure to make short-term, quick-fix changes at the expense of sustainable reform.''

Lesson given. Lesson learned?

PAYING TRIBUTE TO SHIRLEY CHISHOLM: AN AMERICAN HEROINE

HON. AL GREEN

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 15, 2005

Mr. AL GREEN of Texas. Mr. Speaker, I rise today to honor an extraordinary woman in American history. Shirley Chisholm, an outspoken advocate for women and minorities during her seven terms in the House of Representatives, passed on January 1st. This iconoclastic political figure has been lost and forgotten in many of today's civic classes in this country but her ideals have seen a rebirth.

Born in 1924 to parents that emigrated from the West Indies, Chisholm was raised in an American society that told African Americans to stay in their place and women to stay at home. Chisholm vehemently rejected this canon which ultimately shaped and fueled her political career—becoming both the first African American woman elected to Congress and the first black or woman to wage a serious campaign for a major party's presidential nomination in 1972.

Shirley Chisholm excelled in academics at Girls High School in Brooklyn, New York, from which she graduated in 1942. After graduation she attended Brooklyn College where she majored in sociology. It was there that she experienced blatant racism. When black students at Brooklyn College where denied admittance into social clubs, Chisholm formed alternate ones. She would go on to graduate with honors in 1946 but found herself turned away by employers time and time again. During this time many black graduates found it difficult to obtain employment commensurate to their education. It was a culmination of these events in her life that led Chisholm to vow to fight against injustices everywhere. After graduation, she would earn a masters degree in child education from Columbia University and later served as director of the largest nursery school network in New York.

In 1949, Chisholm participated in local politics, helping to form the Bedford-Stuyvesant political league. She also became active in the Brooklyn chapter of the National Urban League and in the National Association for the Advancement of Colored People (NAACP), where she debated minority rights. Chisholm's political career took off in 1964, when she won, by a landslide, her campaign for the New York State Assembly. As an assembly person (1965–1968), she sponsored legislation that instituted programs which provided college funding to disadvantaged youths, and successfully introduced a bill that secured unemployment insurance for domestics and day-care providers. In 1968 Chisholm won a seat in the House of Representatives becoming the first African American woman to be elected to Congress. She found herself one of ten women and nine African Americans in the prestigious body.

Representing an entirely inter-city constituency, Chisholm protested her relegation to the Agriculture Committee, an assignment she considered insulting. She would often criticize Congress for being too clubby and unresponsive. It was during these challenging times that Chisholm exemplified one of the most important characteristics of a pioneer—the determination to strive for more and to not accept ''no'' for an answer. With a character that she has described as ''unbought and unbossed,'' Chisholm became known as a politician who refused to allow her colleagues, including the white male-dominated House of Representatives, to deter her from her goals. She remarked that, ''Women in this country must become revolutionaries. We must refuse to accept the old, the traditional roles and stereotypes.'' She subsequently served on a number of committees, including the Education and Labor, and campaigned for a higher minimum wage and increased federal funding for disadvantaged communities. In her first term in Congress, Chisholm hired an all female staff and was an unyielding advocate of social justice, women's rights, the underprivileged and people of all races, nationalities and faith.

On January 25, 1972 Chisholm became the first African American woman to campaign for the presidency. She admitted that she stood no real chance of winning but wanted to galvanize minority communities, working class whites and young people into a sizable political force. Chisholm ran as ''the candidate of the people,'' receiving 151 delegate votes at the Democratic National Convention that year.

During the campaign, she experienced resistance from her colleagues, including the Congressional Black Caucus for which she was a founding member, and was attacked four times on the campaign trail. Chisholm's bid for the presidency was not fruitless—her legacy and work has ushered in a generation of exceptional leaders—from presidential candidate Jesse Jackson, to former U.S. Senator Carol Mosley Braun to Democratic Leader NANCY PELOSI.

Shirley Chisholm once commented, ''There is little place in the political scheme of things for an independent, creative personality, for a fighter. Anyone who takes that role must pay a price.'' Mr. Speaker, I believe obscurity is too high a price for Mrs. Chisholm to have to pay. We all owe her a debt of gratitude for the work that she's done to advance the causes of all Americans and for that legacy our country will be eternally grateful.

INTRODUCTION OF A RESOLUTION TO HONOR THE CHILDREN OF AMERICA

HON. MARK UDALL
OF COLORADO
IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 15, 2005

Mr. UDALL of Colorado. Mr. Speaker, today my fellow colleague from Colorado, Representative BEAUPREZ, and I are again introducing a resolution to honor this Nation's children and express the desire to mark the first Wednesday in March as National Children's Day.

The resolution expresses the sense of the House of Representatives urging the President to proclaim that the first Wednesday of March each year should be named National Children's Day in honor of the future generations of our country.

The Great Sioux Nation can be used as a role model to lawmakers in America as we debate any bill here on the floor of the House of Representatives. They place a high value on the children of the tribe, as they represent the future of the tribe. When important decisions are being made, the Sioux always discussed what the impact of the decision would be, not on the current generation, or the next generation, but the seventh generation out.

The Sioux Nation placed a priority on the future of the tribe, through its children. I believe that it is important that we, as lawmakers, keep the importance of our future in mind as we make decisions everyday here in Congress.

In that spirit, I believe this legislation is fitting as it honors the importance of our Nation's children and the role that we as adults have in the upbringing of a child. Through special attention from the adults in a child's life, that child is more likely to experience success throughout their life. This resolution urges adults to set aside time throughout the day to support a child in their life or community.

I urge my colleagues to support this resolution, and spend some time with a child in their lives.